

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Science

YEAR A

TERM : Summer 1

YEAR GROUPS : 5/6

Key Question: What are the similarities and differences between different living things?

Previous Knowledge – We would expect children to already be able to:
 Children will have learned how to classify animals into different groups using criteria such as vertebrate/invertebrate, mammal/insect/bird/fish/amphibian/reptile.
 Children will have explored how different environments are most suited as habitats to different animals.
 They will also have considered the dangers that animals face in ever changing environments.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- Identify parts of a flower.
- Give one difference between sexual and asexual reproduction. • Describe ways plants can be pollinated.
- Identify plants that reproduce asexually.
- Describe ways to grow new plants other than from seed.
- Identify the stages in the process of sexual reproduction.
- Identify different types of mammals.
- Give three facts about Jane Goodall.
- Describe threats faced by chimpanzees.
- Identify familiar animals that undergo metamorphosis.
- Order the stages of the life cycles of mammals, birds, insects and amphibians.

Most children will show that they have reached the **expected** level because they can:

- Explain the function of the parts of a flower.
- Give two differences between sexual and asexual reproduction.
- Identify the features of plants pollinated by insects or the wind.
- Describe the stages of sexual reproduction.
- Describe the differences between the three types of mammals.
- Give four facts about Jane Goodall. • Describe the stages of the life cycles of mammals, birds, insects and amphibians.
- Identify similarities and differences between the life cycles of different plants and animals.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- Give two advantages and two disadvantages of sexual and asexual reproduction.
- Explain how a plant’s features are adapted to pollination by insect or wind.
- Explain that plants that reproduce asexually are genetically identical to the parent plant.
- Explain the classification of different mammals.
- Give five facts about Jane Goodall.
- Explain how the threats faced by chimpanzees could lead to the extinction of the species.
- Compare the stages of the life cycles of plants, mammals, birds, insects and amphibians.

ASSESSMENT OPPORTUNITIES

The children will be questioned throughout the unit to check their understanding. The children will be complete tasks throughout to demonstrate their understanding.

ENRICHMENT OPPORTUNITIES Helping children to remember more

Children will use computing equipment to act out being television presenters.
 Children will conduct their own research into Jane Goodall.
 Children will dissect flowers to explore the different elements of each so they can see for themselves first-hand the similarities and differences.

SUBJECT SPECIFIC VOCABULARY

Sexual reproduction, asexual reproduction, reproduce, pollinate, gametes, organism, pollen, ovules, fertilisation, petal, stigma, style, ovary, carpel, stem,

sepal, filament, anther, stamen, offspring, seeds, clones, plantlets, tubers, genetically identical, mammals, embryo, adolescent, adult, sperm, ovum, fertilised, pregnancy, gestation, placentals, monotremes, marsupials, endangered, metamorphosis, amphibians, insects, birds.

CROSS-CURRICULAR LINKS

English – write a nature programme narration
 Computing – using green screen